PROMINENT EDUCATORS GIVE THEIR VIEWS AS TO HOW THE NEGRO SHOULD BE TAUGHT

Several Plead for a Good Practical Schooling, and Argue Against the Division of School Taxes Paid by the Two Races in Virginia, and the Proportionate Appropriation to White and Colored Schools.

A WELL-KNOWN TEACHER FAVORS A DIVISION

Discussion of the Question of How to Make the Negro a Useful Citizen and an Intelligent Voter-He Is Now With Us, Says One Writer, and We Should Make the Best of Him. Better Teachers and Longer Terms Advocated.

It has been rumored in some quarters that the Constitutional Convention to be held here in June next will probably take up the question of public education in the State of Virginia.

Some have stated it as their belief that an effort may be made to have the school tax paid by white people appropriated to the white schools, and that paid by negrees to negre schools.

In view of these rumors, The Times sent letters to some well-known caucators in the State, asking for their views tors in the State, asking for their views along this line, and also whether they thought the character of the education now given to the negroes in this State

Several answers to these letters were received, and the replies are given be-

should be made more practical than at

GOOD TEACHERS, LONGER TERMS

White People Should Help to Support Negro Schools.

Editor The Times: Sir.-My replies to your courteou Sir.—My replies to your courteous questions are intended to apply to conditions now existing in Virginia. I favor public schools for negrees, and would have the schools sufficiently numcrous to be accessible. This requires a much larger share of public money than can be derived from taxation of property owned by negroes.

I am opposed to collegiate education of propers at public charges. School

of negroes at public charges. School taxes paid by negroes are not sufficient to provide elementary instruction for their children, and must be largely supplemented. I see no sufficient reason why white citizens of Virginia should pay for the collective rather than the collection of the collection o the collegiate training of negro youths. Some of these undoubtedly profit by college training, and they can find abundant facilities for higher education in pri-Vately endowed institutions in Account mond, Hampton, Washington and else-

Technical training is excellent, but the white people will probably wish to do much more in this direction for their own children before undertaking anything for the negro. Moreover, there is now large opportunity for technical students in schools on private foundation.

COMPETENT TEACHERS NEEDED.
Schools of elementory and secondary
grade should be maintained for negroes grade should be maintained for negroes at public expense, and it behooves white citizens of the State, who are taxed to support these schools, to see that competent teachers are employed. The teacher makes or mars the school. I have no objection to negro teachers, provided negroes of good moral character and sufficient education are available, but I am inclined to think that a larger proportion of white teachers would be better. inclined to think that a larger propor-tion of white teachers would be better for the negro schools. To the great less of the brack race, the gulf between the races has widened rapidly in the last decade. For this separation the negro school teacher is in large part respon-sible. My information leads me to believe that negro teachers are frequently in-competent, both morally and education-ally and that many teach race aliena. ally, and that many teach race alienamore successfully than anything White teachers would, at least, not rain their pupils and patrons the people who are paying for the

THE SCHOOL TERM Closely linked with the foregoing prob lems is the question of length of school term. Our brief public school term works injury to the children of the independent white race, but for greater harm to the children of the dependent negro race. The white parent can frequently afford to support his child through ten or more years of public school instruction, but the negro cannot. If the negro child must go to school for a period of ten years in order to receive fifty months of years in order to receive lifty months of instruction, he runs tremendous risk of becoming an idler, a parasite, and eventually a criminal. A dependent race must obtain its schooling in short time and in early life. It should be an anomaly to see half-grown negro men and women going to elementary schools. going to elementary schools.

F. W. BOATWRIGHT,

President of Richmond College.

GIVE HIM A GOOD EDUCATION. President Dreher, of Roanoke College, Bases

His Argument Upon the Negroes' Value to the State.

Editor of The Times:

Sir,-It gives me pleasure to comply with your request for an expression of my opinion as to the advisability of dividing the school fund between the two races in Virginia in proportion to the amount paid in taxes by each.

The fundamental idea of the Fathers of the Republic, that our government can rest safely only on the virtue and intel-ligence of its citizens, has always been the most effective argument in favor of public free schools. These schools are generally called "common schools," because main-tained at the public expense for the people in common, without regard to race, or nationality, or pecuniary condition. The fortunate possessors of wealth can edufortunate possessors of wealth can edu-cate their children in expensive private schools and colleges, but the majority of the American people are not able to supthe American people are not able to sup-port good schools for the education of their offspring. The common schools are, therefore, necessary, if the middle and the poorer classes are to be educated for in-telligent citizenship. The poorer the peo-ple the greater the necessity for common schools. In Virginia the negrees are gen-erally poorer than the white people, and hence are more in need of free schools. Those who propose to limit the support of schools for the negrees by appropriof schools for the negroes by appropri ating for such schools only the small amount paid in taxes by them, seem to lose sight of the fundamental principle on which public education is justified, viz.: the public good, the welfare of the State, the perpetuity of our free civil in-are for the benefit of the Common-wealth-not for the benefit of one class,

wealth—not for the benefit of one class, or of one race, but for the benefit of all the children of the State alike.

THEIR NEED FOR HELP.
There are counties in Virginia which pay less in school taxes every year than the amount expended on the schools of such counties, but it would be unjust on our theory of popular education, and also unwise to reduce the amount thus exunwise to reduce the amount thus exstitutions. Hence these common schools pended to the school taxes paid by the

and manufacturing districts of our coun- | that a voter must be the owner of a small try, north and south, are large communi-ties of people, in many cases of recent im-migrants, who pay a very small propor-tion of the money expended on the schools which are to train their children to become more valuable citizens of to become more valuable citizens of our common country. The same thing may be said of many northern cities, but we do not hear any one propose to cut down the appopriations for school for some classes the foreigners, because many of these people pay almost nothing in taxes. That is the very best reason for providing good public schools for them because they are the same that the property of the schools for them because they are the same that the public schools for them.
HIS VALUE TO THE STATE.

public schools for them 'becomes they are HIS VALUE TO THE STATE.

In this connection it is well to bear in mind that we are not to estimate the value of the negro to the State simply by the amount he pays in taxes, but rather by the large amount of money his labor adds every year to the common, wealth of Virginia. Take that amount away, and the ability of a large portion of white people to pay taxes and maintain schools would be greatly diminished. From this view-point, it will be seen that the negro is justly entitled to far more consideration in legislation for schools than would appear from his contribution in taxes alone. As he becomes a better educated and more skillful workman in every department of industry, he will add still more to the general wealth of the State. He will more and more (though for many years in a small way) become also a property-holder and tax-payer and thus contribute a larger proportion to the support of the common schools.

Not for the economic benefit of the negro only, but for the white main also should we endeaver to raise the standard of equi-

we endeavor to raise the standard of eucation, of wages and of living among our colored population. Ignorant laborers and crude work means low wages for the white as well as for the black workman. If we doom the negro to a life of ignorance and degradation, we just as surely do lasting injury to the large body of white or working people in our country. For weal or woe the fortunes of both races are bound up together. We must lift up the negroes, or they will by a natural, inevitable law of society drag us down. We must convince our people down, we most convince our people that no investment pays larger dividends to the State than that in brains. Take the example of Massachusetts, where the best educational facilities are freely provided for all classes alike, and you provided for all classes anke, and you will find that the average price of a day's labor in that Commonwealth is double the average price in the Southern States; and, although it is the most densely peopled State in the Union, its population increased more than twenty-five per cent. in the last decade while the increase in Virginia was less than twelve per cent., as shown by the census of 1900. SOME STRIKING FIGURES.

SOME STRIKING FIGURES.
At the recent meeting of the Southern Educational Association in Richmond, President Charles W. Dabney, of the University of Tennessee, at Knowlile, presented some suggestive comparisons between Massachusetts and the United States and between that State and Ten-nessee. Here is the result in the brief-est form: "Education is as 14 in Massa-chusetts to 8.5 in the United States to 6 in Tennessee, Production is as 12 in Massachusetts to 8.5 in the United States to

chusetts, with its population has a productive capacity of \$260 a year, against \$170 a year for the average inhabitant of the whole United States and \$116 a year for the average inhabitant of Tennessee. "This means that the people of Massachusetts earned last year \$25,487,140 more than the same number of average people in the United States and \$465,969,824 more than the same number of people in Tennessee. Twelve million dollars invested in superior advention yields four vested in superior education yields four

vested in superior education yields four hundred millions a year."

From these and other comparisons, Dr. Dabney draws the following conclusion, which is as applicable to Virginia as it is to his own State: "If the people of Tennessee would compete in production with the people of the other States of the world—and they must do so whether they will or not-they must educate all their children; not only their white children, but their black; and they must edu-cate them all-not poorly for a few months in the year and a few years in months in the year and a rew years their lives, but thoroughly through a long

I am sure that Dr. Dabney will be glad o send a copy of his valuable paper free o any one who will apply for it. SHOULD BE MORE PRACTICAL.

Since almost every business and trade is open, at least in the South, to the com-petent of both races, there does not seem to me to be any good reason for making a radical difference between the education provided for the white and the colored children of Virginia. As the negroes are mostly laborers on farms, their educa-tion should be largely industrial to fit them for their work; and I believe that all our public schools for both races should give a more practical education than has yet become common anywhere in the Union. The prevalence and in-crease of crime throughout our country may well cause us to suspect that there is something lacking in our system of education. I believe that we ought to introduce more of the practical and industrial in order to teach our young people how best to make a living, and that more attention should be devoted to moral and religious (not sectarian) in-struction in order to teach them how best to live for the good of their country and their fellowmen

AS A VOTER.

We must also bear in mind that the negro is under the Constitution a voter, and that the only wise and lasting policy is to fit him by education for intelligenand patriotic citizenship. The illiterate voter, whatever his race or nationality, is a menace to free popular government. The illiterate negro will always be the victim of the demagogue, at present mainly of one party, but in the future of the unprincipled politicians of whatever parties may exist. Hence motives of the highest patriotism should prempt us to do all in our power to make the negroes intelligent members of the body politic. I do not believe in any policy of repressing or suppressing the votes of any citizens guaranteed by the Constitution, and hence guaranteed by the Constitution, and hence, in my opinion, we ought to provide the best possible schools for all classes of our people; and then, if we restrict the suffrage, as it ought to be restricted everywhere, we may safely do it by laws that will bear with equal justice and falrness on all classes of voters allke. Thrift and economy in both races might be promoted by adding to an educational be promoted by adding to an educational

amount of property.

But I have already gone to the full limit of space allowed me by The Times, and I beg leave simply to add that if any one cares for a fuller statement of my views on the education of the negro. I shall be glad to send, on request, a copy of my address at the recent meeting of the Educational Association in Richmond, which will be reprinted at an early day from the proceedings of that convention.

JULIUS D. DREHER, Roanoke College,

WANTS THE TAXES DIVIDED.

Claim That Our First Duty Is to the Whites.

Whites.

Editor The Times:
Sir,—I have your letter, and while I, for some reasons, regret the necessity for speaking, it is clearly my duty to reply. The interest of the State demands that every citizen shall take his share in deciding the questions you ask.
First, as to the division and disposition of the school taxes: I very decidedly think that the money paid by the whites should be, and indeed must be, used for white children. That such an opinion may carry any weight I feel myself obliged to give some reasons for it. They are evident from a glance at the situation.

In this I am not influenced by the question of negro education, except incidentally; nor indeed do you ask one to discuss it primarily.

The opinion is based upon the fact that the white schools need and must have

The opinion is based upon the fact that the white schools need and must have three times as much money as is now spent upon them. This fact and the reasons for it are evident from a mere glance at the situation. Briefly, to state a marked and painful feature of it, the average Virginia school of twelve or thirteen is now doing what I and my schoolmakers did at ten or twelye; the boy of sixteen, having in the meantime lost one more year, is doing what he boy of sixteen, having in the meantime lost one more year, is doing what he should have done at thirteen; and the boy of seventeen or eighteen is leaving school uneducated. I state this as the result of careful professional observations, extending over many years, and facilitated by large opportunities. I have moreover submitted the proposition to a number of teachers, educated business men and others, who taught or were men and others, who taught or were taught before the war. Except for one hesitating reply, it has met universal MORE TEACHERS NEEDED.

MORE TEACHERS NEEDED.
Setting aside some misconception as to what a child ought to know, and with it the evil wrought by a bad example, this unfortunate condition results from the utter insufficiency of the number of teachers employed. It is a fact known, as I suppose, and deplored as, I am told, by all intelligent persons connected with education in Virginia, that those of the education in Virginia, that those of the whites of all classes who, for lack of intelligence and industry, are to be "hewers of wood and drawers of water," are as millstones about the neeks of spirited and intelligent children; and for lack of teachers the latter classes have no opportunity to advance. It has actually resulted in the systematic postponement of some subjects for years beyond the time when they ought to be studied. Money alone can double or treble the

In connection with the same subject, I have ventured to submit another very serious proposition to intelligent men in various parts of the State: there has been but one dissenting voice. Possibly my enquiries have not been sufficiently extensive. According to these observations, however, the reasoning pow-er among our people has declined twenty per cent. at the least within the last thirty or thirty-five years. This is seen in jury trials and other tests all over the State. It is due to the fact that here, and indeed throughout the coun-try, children have been and are being taught things and are not taught how to learn them—true, to such an extent, that this may well be called the age of unreason. The traditions and inherited thought of the State of Virginia would have prevented this thing here, but for the lack of money to spend in educa-tion. Just how this cause has operated is sufficiently evident. SEPARATION OF SCHOOL TAX.

The final conclusion is this (and here the matter of negro education touches is): We have sacrificed one, and are now sacrificing a second, generation of those naturally dependent upon us to the supposed or real interests of others for whom we are but accidentally responsible. Forced to declare that the money now used for white schools is by no means adequate to the purpose, knowing that our responsibility to and for our own children is immeasurably higher than we can owe for any others-now, at last, we must give them all that we have.

There remains no money for the negro schools, except that yielded by negro taxation. For the present, at least, they and the State must do the best that can

be done with that.
HOW TO EDUCATE HIM. HOW TO EDUCATE HIM.
You ask me how I think that or other like money should be used. To answer this question it is necessary to say that the failure of the efforts so far made to educate the negro to be a good citizen has been due, not to vices inherent in him, but to the two motives with which he has "gone to school." He has done this not that he might learn how to make a better living, but because he bas supa better living, but because he has supa better living, but because he has supposed that it would work for him an escape from work; not from the desire (often charged) that he might be equal to the white man, which desire in certain views might be worthy, but from a worse motive (foreign to his nature)—that the white man might be humiliated by the thought of this equality. One of these motives he owes to natural larginess; the motives he owes to natural laziness; the other to vicious and, to our people, hostile loyal-league and foreign teaching. This inspiration has done the evil work.

TO ELEVATE THE NEGRO. It follows that the only hope of good is to offer him such an education as shall, from its nature, keep new objects constantly before his mind, and so, in time, revolutionize his purpose and consequent action. It will cost years of wise labor to counteract the harm already done; but there is no other hope.

Every unprejudiced observer sees that the only negroes who are good citizens are those who are working to make better houses, clothes and food for them selves and their children. Leaving ou pended to the school taxes paid by the be promoted by adding to an equicational of view the fact that the black vote is

virtually solid, the thrifty, well-to-do country negro who owns a good house

country negro who owns a good house and a piece of land, with some stock and farming implements, is a useful man in the community; so of those in the towns who work steadily for good wages, with like objects in view.

SHOULD BE PRACTICAL.

I conclude, therefore, that the State should spend no money at all in educating the negro, except to teach him that of which he can plainly see the direct bear. the negro, except to teach him that of which he can plainly see the disect bearing upon methods of saving money for his children and making for himself a comfortable home. There was much sound philosophy in the old thought that the man who "boiled a pot" was the only "citizen." So. I reply to your last question that negro education (so far as State responsibility is concerned) should be entirely "practical."

A single word in reply to those who

A single word in reply to those who argue for the present division: Their exhortation to generosity is answered by the prior claim of justice to our own. As for benefit to the State from this education, more evil than good has resulted from the effort so far made: and, even if this be denied, far greater public blessings will come with the better education of the whites; this cannot be secured except by use of all the money that is rightfully theirs.

I have written so much because there

is before us a great opportunity to serve the State and her children, and the high-est duty demands that every man of us. ignoring all other considerations, shall lend his aid, according to his ability.

JOHN P. M'GUIRE,

Principal McGuire's School.

SHOULD HELP THE NEGRO.

He Should Have a Good Practical Educa-

Sir.—Yours requesting my opinion on certain educational questions now engaging somewhat the public mind of Virginia, to hand.

Virginia, to hand.

First, I am of the opinion that Virginia and the South should be careful not to do less, but more, for negro education. I certainly think the negro should have the opportunities which

should have the opportunities which good public schools for his race may afford him.

Second, I believe that the best form of higher education for the negro is such as Virginia is now giving him at the Hampton Normal and Agricultural Institute, of Hampton, Va. The work of this institution finds ample justification in the fruit that it has borne, of which Booker T. Washington and his school at Tuskegee are conspicuous examples I trust that Virginia and the South contemplates nothing but a wise, mag-nanimous and truly Christian policy in her dealing with the colored or any other weak and inferior race.

R. G. WATERHOUSE,
President Emory and Henry College.

NO DISCRIMINATION NEEDED.

The Present Common School System Should Not Be Disturbed. Editor of The Times:

Sir,-In reply to your letter I have to say that I do not think it wise to disturb the present common-school system, except in the way of improving and developing it. The negro is with us for weal or woe, and I think it is clearly the duty of the white man to lend him a helping hand. I have no fears that the negro race, under any system of edu-cation, can surpass the white race. As citizens of Virginia introduced here by

us, they have a moral claim upon us for the best and most kindly treatment. In my opinion it would be taking a step backward to discriminate in taxes or in any other particular. I am in favor of a restricted suffrage, but that restriction itself should be based upon education, applying to all alike.

LYON G. TYLER.

President William and Mary College.

KNOX MEMORIAL CHURCH. First Protestant Church to Be Erected in Manila.

NEW YORK, March 2 .- During the four hundred years Spanish rule prevailed in the Philippines, no churches could be erected save those in the See of the Homan Catholic Bishop of Manila. Ground is now being broken in Manila for the erection of the first Protestant church. This is an event of great political and social importance to the natives of all the Philippine group of islands. The site has been donated by a native of Manila, and is valued at \$12,000; the building, \$30,000. The money to build the church has been donated by Mr. E. M Knox, the leading hat manufacturer of New York, and his sister, Mrs. Mary Knox Robinson. It is to be creeded by them as a memorial to their father, Charles Knox, who died in 1835. The church will be called the Knox Memorial. First, Methodist, Episconal Memorial First Methodist Episcopal Clurch of Manila. Mr. Charles Knox was the founder of the great hat manufacturing business, now conducted by E.

A Novel Game.

A new game is being played on the upper West Side by young people. It is an outgrowth of the immense amount of pictorial advertising which is being the newspapers, magazines and street-cars and clevated trains, says the New York Sun.

Annost all articles which have a sale that is more than purely local, whether

Annost an articles which have a sale that is more than purely local, whether they be books, corsets, gloves, magazines, crackers, pickles, hair tonics, stove polishes, or liniments, have nowadays some pictures which have become identified with them in the public mind through seeing them in all sorts of public places. This led a certain young woman who was at a loss for something new to do for an evening's entertainment to work out a game.

was at a loss for something new to do for an evening's entertainment to work out a game.

She collected a lot of magazines and cut from the back pages all the advertising pictures, carefully removing any hint of the article advertised which was not a part of the picture itself. Then she selected thirty-six of them and pasted them on cap'ds, giving to each a number. These she strug around her parlors and when her guests arrived they were put at work to find out what the pictures advertised.

Some of the pictures were so familiar that the task was not difficult and yet it was surprising to find how confusing it all was to the puzzle-workers. Pictures that seemed familiar were mighty elusive when it came to identifying them among thirty-six others. The soap ads got dreadfully mixed up and so did the hair restorers. If the pictures were ever published labelled the way most of the grests guessed there would have foilowed a whole lot of trade-mark infringement.

The girls were very much better at the work than the young men, presumably because the articles advertised were mostly household things and so of more interest to the fair sex than to their brothers. Of the thirty-six pictures the highest number guessed was twenty-five and this was by one of the young wo-

TRAVELERS INSURANCE COMPANY, OF HARTFORD, CONN.

ANNUAL STATEMENT FOR THE FISCAL YEAR ENDING THE 31ST DAY OF DECEMBER, 1900, OF THE ACTUAL CONDITION OF THE TRAVELERS INSURANCE COMPANY, ORGANIZED UNDER THE LAWS OF THE STATE OF CONNECTICUT, MADE TO THE AUDITOR OF PUBLIC AC-COUNTS FOR THE COMMONWEALTH OF VIRGINIA, PURSUANT TO THE LAWS OF VIRGINIA.

Name of the company in full—THE TRAVELERS INSURANCE COMPANY. Location of home or principal office of said company—HARTFORD, CONN. Character of the business transacted by the company—LIFE AND ACCIDENT. President—JAMES G. BATTERSON.

Secretary—JOHN E. MORRIS.
Organized and incorporated—JUNE 17, 1863.
Commenced business—APRIL 1, 1804.
Name of the General Agent in Virginia—HARRY D. EICHELBERGER; residence, Richmond, Va.

The amount of capital stock......\$1,000,000 00 No. Amount. No. Amount. The number of policies and the amount of insurance effected thereby in force at end of previous year. 39,311 \$100,334,554 The number of policies issued during the year and the amount of insurance 85,619 \$368,203,177 634,122,551 250,128 \$1,002,325,728 in force during the year 4,659 11,607,043 612,453,911

The amount of premiums received during the year. \$3,298,737 80
The amount of annuities received during the year. 20,570 10
The amount of interest received from all sources 1,128,081 20
The amount of all other receipts 45,667 64 Accident. \$3,455,092 56

\$3,716,174 17 DISBURSEMENTS. \$1,377,756 64 915,618 47 1,598,373 58 Totals \$2,445,284 28 \$3,127,569,66 ASSETS (LIFE AND ACCIDENT).

Total\$30,928,331 52 LIABILITIES (LIFE AND ACCIDENT).

The amount of losses unpaid—(Unadjusted, \$260,-005.45; resisted, \$98,031.30) ... \$

Reserve for claims resisted for employers.
Life premiums paid in advance.
Rents, taxes, &c., due or accrued
Special reserve, liability department.
Reserve for accident policies.
The amount of liability on policies, etc., in force 31st
December last, on basis of 4 per cent. actuaries
mortality table.
Additional reserve on all outstanding life policies required by company's standard American Experi-1,626,086 74

quired by company's standard American Experience Table, with 3½ per cent. interest........ 1,118,491 00

BUSINESS IN VIRGINIA DURING 1900. Risk at End of Year. Accident\$7,889,100 00 \$28,230 30 \$11,902 38 Employers' lia-\$4,339,005 00 \$11,742 38 bility . 1,085,000 00 Health . 3,148 50 Life . 322,110 00 683 73 11,707 66 900,550 00 762 84 22,920 00 762 84 22,920 00 2,739 19 1,497,076 00 Aggregate...\$9,309,358 50 \$85,855 72 \$36,268 95 \$6,739,370 19

SYLVESTER C. DUNHAM, Vice-President. JOHN E. MORRIS, Secretary. (Signed)

State of Connecticut, city of Hartford-ss.: Sworn to January 21, 1901, before WILLIAM J. MORCOM, Notary Public,

E'CHELBERGER & BLAIR,

State Agents for Virginia, West Virginia and N. Carolina, 718 E. MAIN STREET, RICH AND VA.

T. GARNETT TABB, Cashier,

CHILD'S HAND GREW ON GRAVEYARD APPLE-TREE

A Strange Freak of Nature which has Puzzled Many People.

AN INTERESTING STORY ABOUT IT

A strange freak of nature has been brought to light from Ashland, Va., and has created considerable comment. Many theories have been advanced by want of explanation.

way of explanation. Near Ashland there is an old graveyard, a part of which has grown up in weeds and shrubbery. This graveyard is not far from the site of an old mill, to which Henry Clay used to go regularly. About eighteen years ago a man named Robertson noticed a very peculiar growth on an apple tree about two inches from the ground. The tree grew at the foot of a grave in which a Mr. Langford was buried seventy-live years ago. Mr. Lang-ford was a prominent citizen, and at one time owned most of the land on which Ashland is now built.

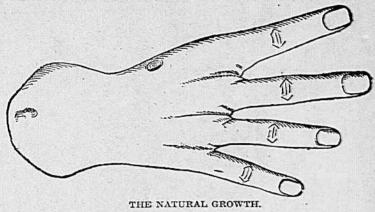
Robertson cut the growth off the ap-

notches at the knuckles, the accompanying cut shows the growth exactly as it
was taken from the tree. The lines in
the back of the hand are all natural. the back of the hand are all natural. The shape of the fingers are just as they were when the bark was taken from the growth; the general shape and appearance of the hand has been unchanged, and on the inside are all the lines natural

to a human hand.

The little notch shown in the cut to the side of the hand was a point where the thumb extended, but, in taking the bark off the growth, this was accident-ally cut off. The thumb, like the ingers, was accurate in every particular. WHERE A CHILD WAS BURIED.

Rumor has it that a little child was not long after the burial an apple bush



ple tree and took the bark from it. It was seen at a glance, that by taking a pen-knife and making the ends of the fingers to indicate nails, and also by cutting little notches on the fingers at a point where the knuckles would be, ting little notches on the fingers at a point where the knuckles would be, the growth would be an almost exact reproduction of a child's hand. Mr. Robertson did this, and the little piece of wood was regarded as a curio by all who saw it. He sold it to Mr. J. P. Luck, of Ashland, who has had it in his possession ever since

THE SAME SHAPE.

regarded as a valuable freak of nature. Superstitious people think there is some connection in the growth of this hand on the apple tree and the life of the child buried alongside of it. The fingers were all shaped exactly like those of a child and have a proportionate length and size. The palm of the hand is the With the exception of the carving at same and the wrist almost a reprodu the ends of the fingers and the little in appearance of that of a child's. same and the wrist almost a reproduction

A HOT STRUGGLE IS ON FOR GOVERNOR

Anti-Montague Men State Their Position Plainly. Say His Candidacy Ignores the Organization, and Appeals Too Strongly to the People.

RICHMOND CITY TO BE THE BLOODY-ANGLE BETWEEN MONTAGUE AND SWANSON

rom its very inception has promised to become the most animated, if not the bitterest, which has been fought out in the State since the ever memorable struggle of 1877, is gradually reaching that stage when criminations and recriminations will be in order, and when the arrows of personal and political acrimony will fly thick

Already those who keep in touch with the situation can hear the low mutterings of distant thunder, and no well posted politician in the State would be surprised

stone before the controversy is half over.

The chances for such a condition of affairs are greatly enhanced by the environ-ments of the situation, the lines being more sharply drawn than ever before between two highly antagonistic wings of the Democratic party in the State, of which the two leading candidates—Messrs. Montague and Swanson—stand as the ty-pical representatives. It does no injustice to any one to say that the major part of the harsh utterances thus fur heard have been against the candidacy of the former. nor does this seem altogether unusual when two things are considered; first, that he is regarded as the strongest candidate (his opponents admitting that he will probably go in the Convention with the highest number of votes), and secondly, that whoever has the temerity to oppose "ma-chine methods" on politics mark out for himself a path which, although it may ultimately lead to the goal of his ambition, will bristle all along the way with

thorns. REASONS PLAINLY STATED. Many of Mr. (Montague's opponents do not mince words when stating the ground for their opposition to his candidacy. A prominent member of the House of Delegates, in discussing the campaign during the extra session of the Legislature, said: "I am very fond of Jack Montague personally, but I am very heartily against him for Governor, becaus his candidacy ignores the 'organization' and appeals too strongly to the people. The 'organization' is the very backbone of the Demoeratic party in Virginia. It fights the bat-tles and wins the victories, and should be allowed to choose the candidates for office. The people can be induced to come out and vote sometimes, but it is the leaders who do the real work of a political battle, and when you take away from them the right to name the officers, to that extent you impair their party usefulness. I shall, therefore, support no man whose candidacy for office appeals to the people and ignores the 'organization.' A broadside was poured into Mr. Montague's camp by a prominent State Sena-tor at Murphy's the other night. He said that every "sore-headed politician" and "disappointed office-seeker" in the State had enlisted under the banner of the Attorney-General, and that he was leading an army of "political kickers and malontents" with no slight prospect of victory. And so the prophecies of the people are being suillled and bitterness is beginning to crop out, even in the early stages WHERE THEY BREAK EVEN.
It is amusing to see a Montague and a

Swanson enthusiast get together, and to the State for a long time.

The great gubernatorial contest, which | hear them twit each other about the ob fice-holding records of the two candidates.
The Swanson man will say: "Montague
ought not to run against Swanson, whe
has made him what he is and kept him
in good offices for, lo, these many years." Then the friend of the "Red Fox" an-swers: "God made Montague and gave him the splendid talents which have served to lift him to the high places he has held, and while Swanson may have helped him, the honors are easy along this line, for he helped Swanson first to climb into a seat in Congress where he could help his friends. Did it even occur to you that Swanson was in his present place in Congress before Montague was United States District Attorney?" The Swanson man will then call Montague a "perpetual office-seeker," while the friend of the latter will say he sees no difference between going from one office to another and remaining in the same one for ten years and then making a bold dash for another without surrending the "ten-year jeb," and so the battle goes on from day to day, with ever increasing indications of a hot finish.

Indeed it is said that Mr. Swanson himself has a "card up his sleeve," which he propess to play a little later in the game. Meanwhile the Montague people say their favorite is "playing a full-hand," and all they ask for him is a "square deal." They say they have seen all the cards in the hand of the Fifth District Congressman, and that he needs more aces in order to win out.

CLAIMS AND COUNTER CLAIMS. The two leading candidates are mak-

ing bold claims as to the result of the fight, and they both appear to be confi-dent of victory. Mr. Montague said the other day: That cannot beat me; I am as good as nominated now." Mr Swanson seems equally confident

and says the convention will show him to be the winner.

Richmond city is going to be the "bloody angle" of the battle, and both the leading candidates will have their State headquarters here.

All goal political tudges again that to be the winner.

All good political judges agree that Montague will receive a majority of the Richmond delegates, and that this will give him no little prestige in the other sections of the State. Mr. Swanson is reported to have said that if Mr. Monta-gue got a single delegate in the Fifth Congressional District he would be willing Congressional District he would be willing to withdraw from the canvass. Ex-Congressman Cabell, of Danville, who waz here the other day, is reported as saying that a majority of the delegates from that city would be for the Attorney-

General. If this should prove true, it is

not known whether Mr. Swanson will withdraw or not. Information from the Fourth District, where Congressman Lassiter is leading Mr. Swanson's fight, is to the effect that Nottoway, Lunenburg and Brunswick and perhaps other counties over there will go for Montague, while it is claimed by his friends that with the exception of several counties, the entire Southwest, from Lynchburg to Bristol, will send delegates favorable to his can-didacy. No one contends that he is not the leading candidate, while of course there are many who do not concede his

nomination. The race is hot now, and is growing hotter, and the convention will be the most interesting one held in

The Attractive Woman.

One type of women there is who involuntarily creates high aspirations inspires hope in the hearts of the hopeless and revivines by the touch of her presence, says the Woman's Home Companion. Her coming sows sunbeams in the warp of life's fabric: with her departure the night comes on. Her mission is inspiration. Had Sissiphus met her she would have impired him with high hopes of becoming a respectable stone-mason. The other type is only a little less charming, and